Responsive Evaluation

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The editors do not consider or publish unsolicited single manuscripts. Each issue of the journal is devoted to a single topic, with contributions solicited, organized, reviewed, and edited by a guest editor. Issues may take any of several forms, such as a series of related chapters, a debate, or a long article followed by brief critical commentaries. In all cases, the proposals must follow a specific format, which can be obtained from the editor-in-chief. These proposals are sent to members of the editorial board and to relevant substantive experts for peer review. The process may result in acceptance, a recommendation to revise and resubmit, or rejection. However, the editors are committed to working constructively with potential guest editors to help them develop acceptable proposals.

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EDITORS’ NOTES
Jennifer C. Greene, Tineke A. Abma

1. Stake’s Responsive Evaluation: Core Ideas and Evolution
Tineke A. Abma, Robert E. Stake
From interview and text excerpts, the core ideas of Stake’s responsive evaluation are presented, as originally framed and in their evolution over time.

2. Responsive Evaluation (and Its Influence on Deliberative Democratic Evaluation)
Ernest R. House
The important contributions of responsive evaluation’s orientation to local issues and qualitative methods are highlighted, but also tempered by a rejection of responsive evaluation’s relativity in favor of deliberation as a vehicle for adjudicating among competing evaluative claims.

Stafford Hood
A historical accounting of the work of early African American educational evaluators demonstrates the critical place of race and culture in both historical and contemporary visions of responsive evaluation.

4. Becoming Responsive—and Some Consequences for Evaluation as Dialogue Across Distance
Yoland Wadsworth
A vision of responsiveness as the political inclusion of marginalized human service providers and end users is offered through the author’s critical and sustained efforts to enact this vision in practice.

5. The Changing Face of Responsive Evaluation: A Postmodern Rejoinder
Ian Stronach
The meanings of responsive evaluation are deconstructed, yielding numerous tensions within the theory—tensions interpreted as spaces for ongoing reinventions of creative practice.
6. Responsiveness and Everyday Life

*Thomas A. Schwandt*

Responsiveness is connected to our everyday ways of making sense of the value of programs, and thus to a vision of evaluation as indeterminate yet morally engaged with the textures and contours of wise practice.

7. Responsive Evaluation Is to Personalized Assessment . . .

*Linda Mabry*

Parallels are drawn between personalized assessment of student learning and responsive evaluation of educational programs. The parallels are conceptual, epistemological, methodological, and ideological.

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